

# **TEACHERS' ACADEMIC QUALIFICATION ON INDONESIA TEACHING PROGRAM (*INDONESIA MENGAJAR*): ARE THEY HOLDS THE BACHELOR'S DEGREE IN EDUCATION?<sup>1</sup>**

**Priadi Surya**

Universitas Negeri Yogyakarta

[priadisurya@uny.ac.id](mailto:priadisurya@uny.ac.id)

## **Abstract**

Geographically, Indonesia has so many areas where teachers are not enough available. Teachers are not well distributed. On the other hand, we must provide the best education for our children. Indonesia Mengajar or (mengajar, in Bahasa Indonesia means teaching) is a program to provide the elementary school teachers for the region where lack of teachers. This program held by nongovernment organization. The best young graduates are recruited and trained to be able to teach. This paper is describing the academic qualification of the program participants. Especially, to identify what kind of major their holds are. Are they holds the Bachelor's Degree in Education (in Indonesia called as Sarjana Pendidikan/S.Pd.)? The writer is using the quantitative approach with descriptive statistics to analyze numbers of participants major. Beside the quantitative approach, the writer is also using the qualitative approach with literature study to describe the phenomena. The program has been has four batches, and will be five in this year. In the fact, most of them are not graduated from education major. Batch 1, from the fifty one participants, there are no one who hold the Bachelor's Degree in Education. Batch 2, there are only 2.78% of seventy two participants hold the Bachelor's Degree in Education. Batch 3, there are 8.51% of forty seven participants hold the Bachelor's Degree in Education. Batch 4, there are 11.11% of seventy one participants hold the Bachelor's Degree in Education. Overall, since batch 1 until batch 4 there are only 6.22% of 241 participants hold the Bachelor's Degree in Education.

Keywords: academic qualification, teacher, bachelor's degree in education, teaching, Indonesia Mengajar.

---

<sup>1</sup> Proceeding 1st International Conference on Current Issues in Education. p. 155-159. ISBN 978-602-18661-1-5. Yogyakarta State University Indonesia. 15-16 September 2012

## 1. Introduction

Geographically, Indonesia has so many areas where teachers are not enough available. Teachers are not well distributed. Teachers are not equally distributed to all parts of Indonesia. Many schools in urban areas have more teachers than they need, while lots of schools in remote areas have very few teachers. The redistribution program launched by government cannot run as expected for some factors, coming from the teachers themselves and from bureaucracy (especially in the era of autonomy). [1].

On the other hand, we must provide the best education for our children. Indonesia Mengajar (mengajar, in Bahasa Indonesia means teaching) is a program to provide the elementary school teachers for the region where lack of teachers. This program held by nongovernment organization. The best young graduates are recruited and trained to be able to teach.

In 2009, Indonesia Mengajar is proposed by Professor Anies Baswedan, a young Indonesian intellectual figure. It does not presume to solve all teaching problems of education in Indonesia. However, the organizers believe that the presence of the best youth of Indonesia as a teacher will help drive improved quality of education. Through this program, the future leaders have the opportunity to develop an understanding of Indonesia grassroots, a diverse and have issues that are also complex. In addition, the adventure itself is a medium of their maturity and leadership training experience. Then, facilitating the youth to be the young teachers to stay, live and learn from local people for a year. They work in primary schools and stay at local resident home as their new family. Challenges, obstacles and all the experiences will shape the character of national leadership as well as knitting looms are more robust. What they passed would be a lifelong lesson for them. Meanwhile, their inspiration for the school and the community will be a lifetime memory for the kids and the people there [2].

Nowadays, teaching profession in Indonesia is attracting many young generations. Indonesian Law No. 14 Year 2005 on Teacher and Lecturer [3] is legalizing teacher as a profession. Government will give an incentive to licensed professional teacher.

Practically, there is a never ending debate, who is a professional teacher? Are they who hold the bachelor's degree in education? Are they who not hold the bachelor's degree in education? Are all of them must have the professional license? In fact, all of them could be a teacher easily. Many schools are accommodating everyone who wants to be a teacher as long as hold the bachelor's degree (or even lower) with any kind of majors. So, some of Indonesian teachers are not have formal education for education major.

This paper is describing the academic qualification of the program participants. Especially, to identify what kind of major their

holds are. Are they holds the Bachelor's Degree in Education (in Indonesia called as Sarjana Pendidikan/S.Pd.)? The writer is using the quantitative approach with descriptive statistics to analyze numbers of participants major. Beside the quantitative approach, the writer is also using the qualitative approach with literature study to describe the phenomena.

## 2. Discussion

### 2.1 Academic Qualifications of Indonesia Mengajar Young Teachers

Indonesian Education and Culture Ministry at Teacher Education Summit 2011 identified that teachers at remote areas play strategic role in strengthening unity and integrity of The Republic on Indonesia. But, it very limited number of teachers available at remote (outer and borderline) areas. Their quality, competency, and qualification are so low that needs to be improved.

Indonesia Mengajar is supporting our aim to fill young teachers at remote area which lack of teachers. The program has been has four batches, and will be five in this year. In fact, most of them are not majoring in education. Overall, since batch 1 until batch 4 there are only 6.22% of 241 participants hold the Bachelor's Degree in Education. They are the minority on their own field.

Table 1. Indonesia Mengajar batch 1

No.	Major of the Participants	Participants
1	Psychology	6
2	Indonesian Literature	3
3	Industrial Engineering	3
4	Anthropology	2
5	Biology	2
6	Economics	2
7	Informatics Engineering	2
8	International Relation	2
9	Journalistic	2
10	Management	2
11	Public Administration	2
12	Regional and City Planning	2
13	Sociology	2
14	Accounting	1
15	Animal Science	1
16	Civil Engineering	1
17	Computer Science	1
18	Design	1
19	Electrical Engineering	1
20	English Literature	1
21	Environmental Engineering	1
22	Fiscal Administration	1
23	Forest Products Technology	1
24	Geophysics Engineering	1
25	History	1

26	Library and Information Science	1
27	Marine Engineering	1
28	Marine Products Technology	1
29	Mathematics	1
30	Mechanical Engineering	1
31	Political Science	1
32	Social Welfare	1
33	Society Empowerment Communication	1
Total		52

Note: There is one of fifty one participants hold two bachelor's degrees.

In the Batch 1, there is no one holds at least Bachelor's Degree in Education. However, the psychology graduates take a lead with six participants. The other one is distributed to various subjects/majors.

According to Ministry of National Education Law No. 16 Year 2007 on Teacher Academic Qualification and Competency [4], elementary school teacher must hold the Bachelor's Degree in Elementary School Teacher Education (S1 PGSD/PGMI) or Bachelor's Degree in Psychology. Government tolerates the psychology graduates to teach at elementary school.

Historically, psychology is the closest to educational science or pedagogic. It is very relevant if they are teaching in early education and/or lower grade at elementary school. Indonesia is applying the thematic learning methods at grade 1 to grade 3. They will join the subjects learning start from grade 4 until higher education.

Table 2. Indonesia Mengajar batch 2

No.	Major of the Participants	Participants
1	Psychology	8
2	Communication Science	5
3	International Relation	5
4	Economics	4
5	Physics	3
6	Region and City Planning	3
7	Anthropology	2
8	Biology	2
9	Chemical Engineering	2
10	Elementary Teacher Education	2
11	Indonesia Literature	2
12	Law	2
13	Management	2
14	Nursing	2
15	Chemistry	2
16	Accounting	1
17	Agro Industrial Technology	1
18	Architecture Engineering	1
19	Chemistry Engineering	1
20	Electrical Engineering	1
21	English Literature	1

22	Environmental Engineering	1
23	Environmental Geography	1
24	Fisheries Products Technology	1
25	Food Science and Technology	1
26	French Language Education	1
27	Japanese Literature	1
28	Javanese Literature	1
29	Journalistic	1
30	Marketing Communication	1
31	Mathematics	1
32	Mechanical Engineering	1
33	Nutrition Science	1
34	Pharmacy	1
35	Political Science	1
36	Product Design	1
37	Property and Construction & Commerce	1
38	Sociatry	1
39	Society Empowerment	1
40	Sport Science	1
41	Telecommunication Engineering	1
Total		72

Batch 2, there are only 2.78% of seventy two participants hold the Bachelor's Degree in Education. They are two participants hold the Bachelor's Degree in Elementary School Teacher Education (S1 PGSD) and one participant in French Language Education. The closest or relevant major according to the regulation is psychology with eight participants. It is the highest numbers of all participants.

Table 3. Indonesia Mengajar batch 3

No.	Major of the Participants	Participants
1	Management	4
2	Accounting	3
3	English Language Education	3
4	International Relation	3
5	Law	3
6	Public Administration	3
7	Biology	2
8	Communication Science	2
9	Electrical Engineering	2
10	Industrial Engineering	2
11	Journalistics	2
12	Agrobusiness	1
13	Agroindustrial Engineering	1
14	Anthropology	1
15	Arabic Literature	1
16	Architecture Engineering	1
17	Chinese Literature	1
18	Economics	1
19	Environmental Engineering	1
20	Film and Animation	1

21	Food Products Technology	1
22	Geophysics and Meteorology	1
23	<i>History Education</i>	<i>1</i>
24	Indonesian Literature	1
25	Javanese Literature	1
26	Nursing	1
27	Psychology	1
28	Society Empowerment Communication	1
29	Sociology	1
Total		47

Batch 3, there are 8.51% of forty seven participants hold the Bachelor's Degree in Education. They are three participants English language education major and one participant with history education major. Although there is no elementary school teacher education major, the other relevant is a participant with psychology major. Even though there are raised than before, the education major holders are the minority.

Table 4. Indonesia Mengajar batch 4

No.	Major of the Participants	Participants
1	Communication Science	9
2	Economics	3
3	International Relation	3
4	Japanese Literature	3
5	Law	3
6	Psychology	3
7	Accounting	2
8	Aquaculture	3
9	Chemistry	2
10	<i>Civil Engineering Education</i>	<i>2</i>
11	Craft Design	2
12	Electrical Engineering	2
13	Public Administration	2
14	Telecommunication Engineering	2
15	Aeronitics & Astronotics Engineering	1
16	Chemical Engineering	1
17	<i>Chemistry Education Computer Science Education</i>	<i>1</i>
18	<i>English Language Education</i>	<i>1</i>
19	English Literature	1
20	Enivronmental Engineering	1
21	Environmental Geography	1
22	Family and Consumer Science	1
23	Food Technology	1
24	Geomatics Engineering	1
25	Health Promotion and Behavioral Science	1
26	Hospital Management	1
27	Indonesian Literature	1
28	Industrial Engineering	1
29		

30	Informatics Engineering	1
31	<i>Informatics Engineering Education</i>	<i>1</i>
32	<i>Islam Education</i>	<i>1</i>
33	Islamic Banking	1
34	Journalistic	1
35	Management	1
36	Management Information System	1
37	Marine Science	1
38	Mechanical Engineering	1
39	<i>Mechanical Engineering Education</i>	<i>1</i>
40	Nutrition Science	1
41	Ocean Engineering	1
42	Product Design	1
43	Regional and City Planning	1
44	Society Empowerment and Communication	1
45	Statistics	1
Total		72

Note: There is one of seventy one participants hold two bachelor's degrees.

Batch 4, there are 11.11% of seventy one participants hold the Bachelor's Degree in Education. It is the highest percentage among all batches. This percentage is raised than before. They are two participants with civil engineering education major, and one participant of chemistry education, computer science education, English language education, informatics engineering education, Islam education, and mechanical engineering education. The other relevant major is psychology with three participants.

## 2.2 Government Programs which "Inspired" by Indonesia Mengajar

After Indonesia Mengajar launched, Indonesian Ministry of Education and Culture make the similar program called as *Sarjana Mendidik di Daerah Terdepan, Terluar, dan Tertinggal (SM-3T)* or Bachelor's Degree Graduates Teaching in the Remote (Outer and Borderline) Area.

SM-3T Program is a Bachelor of Education Program Dedicated to participate in the accelerated development of education in the remote (outer and borderline) area for a year as the preparation of professional educators who will continue with the Professional Teacher Education Program (PPG). There is no guarantee they appointed as civil servant after follow the program. Guarantees provided in this program are awarded a scholarship PPG in Teacher Education and Training Institute where participants sign up. What kind of majors which required in this program? It as requested by the target area which is required. This can be different for each teacher education and training institute. After completion of the SM-3T and scholarships of PPG, participants are free to teach anywhere. [5]

Similar to Indonesia Mengajar, the participants of SM-3T are the fresh-graduates which distributed in remote area where lack of teachers. They will stay for a year. Then, they will join the professional teacher education (PPG) with full scholarship.

In contrast to Indonesia Mengajar, SM-3T requires the participants to hold the Bachelor's Degree in Education. Even their majors must be match with the formation based on real needs. Only selected educational degree graduates who could be participate.

### 2.3 Is Everybody Can Be a Teacher?

Indonesia Mengajar gives a short teaching training for the participants as young teachers. The training is takes seven weeks. If we compare to an academic education in undergraduate degree Teacher Education and Training Institute, the student teacher must take at least fifteen credits of educational subjects.

Training is a short-term educational process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for definite purpose [6]. Young teachers in Indonesia Mengajar only trained as a teacher for a short term purpose. For the long term or permanent, they need an academic education and professional education.

Academic education focused on the science, theory or concept of education and teaching. Professional education focused on knowledge, skill and competency of practical education and teaching [7].

When non-bachelor of education is allowed to be teaching, it makes some jealousy in educational major students and graduates. Why the teaching or education field is not exclusively for them with Bachelor's Degree in Education?

Ideally, the principle of the right man on the right place is implemented in education. Teachers are they who graduated from educational major. Other question is why the Teacher Education and Training Institute can not fulfill the teachers needed in whole area.

In the social fact, when nobody who qualified to be a teacher in some area, so the other major will fill the place. Even the schools are easily to recruit the teacher without consider his academic background. As long as he willing to stay at remote area where lack of facility and salary.

Are the alumni of Indonesia Mengajar choosing teaching as their permanent career? Is Indonesia Mengajar only their refreshing activities? There is no guarantee that they want to be teacher as their permanent career. After a year they were teaching in remote area, they free. "Reference [8]: "Although teacher recruitment and retention may seem to be separate issues, they are closely related. Factors keeping individuals from entering the profession often cause those in it to leave. Teachers are not entering the profession for reasons such as low pay, a negative public perception of teachers and public education, and a

lack of mentorship and knowledge. Most leave because of dissatisfaction with their jobs. This dissatisfaction is related to many factors, such as lack of status, increasing societal demands for public education, inadequate resources and financial support, lack of administrative support, immediate immersion into teaching without adequate mentoring, and poor working conditions in general."

With the belief that education as our responsibility, Indonesia Mengajar has a mission to help fill the shortage of qualified teachers in areas of need as well as a leadership learning materials for the best Indonesia young generations to world-class competence and understanding of the whole grass-roots communities.

Education is not just a government-run programs, schools and teachers. Education is the movement of the nation which must involve all the people: to educate is the duty of every educated person [9].

Government must take a lead to provide qualified teachers in all area. Conceptual framework of teacher qualification, at least a share of three-run level role in a country. The macro-level is demanding role of central and local governments nationwide. The meso-level is demanding role of Teacher Education and Training Institute. The micro-level is demanding the role of teacher educators [10]. Main actor in macro level is national and local governments. They can play the role in decision on degree level, an academic qualification for teacher. Then they can make the national teacher standards, compulsory teaching practice, and the amount of teaching practice.

### 3. Conclusion

Teaching profession is attracting young generations in Indonesia. In the other side, teachers are not well distributed. Indonesia Mengajar is a program to show the nation belonging through teaching program in the remote area where lack of teachers. The best young generations are recruited to be young teachers in this program. Most of them are not hold the bachelor's degree in education. This indicates that practically teachers could be has various academic qualification background. Indirectly, it will threat the bachelor's in education graduates. But, I think it is only a temporary program to build the national awareness on better education in Indonesia. Government must make a long term and comprehensive educational planning to solve this problem.

### References

- [1] Directorate of Human Resources. "TETI (LPTK) and Teacher Preparation in Indonesia". Directorate General of Higher Education, Ministry of Education and Culture,

Republic of Indonesia. Slide presentation on Teacher Education Summit, p. 7, 2011.

- [2] Yayasan Indonesia Mengajar. "Tentang Indonesia Mengajar". [online] <https://indonesiamengajar.org/tentang-indonesia-mengajar/>. 1 August 2012.
- [3] Indonesian Law No. 14 Year 2005 on Teacher and Lecturer
- [4] Ministry of National Education Law No. 16 Year 2007 on Teacher Academic Qualification and Competency
- [5] Indonesia Ministry of Education and Culture. "Maju Bersama Mencerdaskan Indonesia." <http://ksg.dikti.go.id/majubersama/faq/> [online]. 2 August 2012.
- [6] Sudjana, Djudju. "Pendidikan dan Pelatihan". in "Ilmu & Aplikasi Pendidikan, Bagian 4 Pendidikan Lintas Bidang, Tim Pengembangan Ilmu Pendidikan FIP UPI. Bandung: Imperial Bhakti Utama, 2007, p. 466.
- [7] Sukmadinata, Nana S. "Pendidikan Profesi" in "Ilmu & Aplikasi Pendidikan, Bagian 4 Pendidikan Lintas Bidang, Tim Pengembangan Ilmu Pendidikan FIP UPI. Bandung: Imperial Bhakti Utama, 2007, p. 394
- [8] Reed, Cynthia J. and Frances K. Kocha. "Teacher Recruitment and Retention". in Encyclopedia of Educational Leadership and Administration, Fenwick W. English, [ed.]. Thousand Oaks, California: Sage Publications, Inc. 2006, p. 994.
- [9] Pengajar Muda, "Indonesia Mengajar: Kisah para Pengajar Muda di Pelosok Negeri", Yogyakarta: Bentang, 2012, pp. 293-294.
- [10] Snoek, Marco & Irena Zogla. "Teacher Education in Europe; Main Characteristics and Developments." in A. Swennen, M. van der Klink (eds.), *Becoming a Teacher Educator*, DOI 10.1007/978-1-4020-8874-2 2, © Springer Science+Business Media B.V. p. 13. 2009.